

Crowders Creek Elementary/Middle

5515 Charlotte Highway
Clover, SC 29710

Grades	PK-6 Elementary School	
Enrollment	894 Students	
Principal	Patricia K. King	803-831-2434
Superintendent	Dr. Vickie Phelps	803-222-7191
Board Chair	Jeffrey M. Siegrist	803-831-9383

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	2	0	0	0

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	No

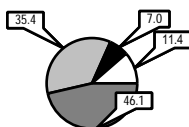
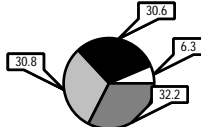
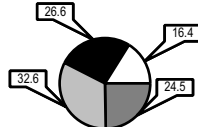
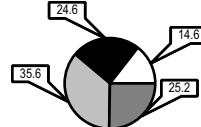
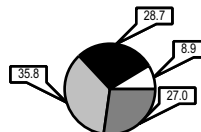
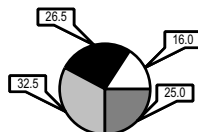
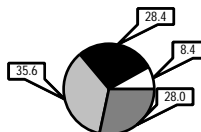
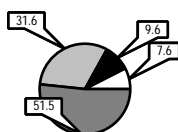
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

86.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	606	99.8	11.6	35.3	46.0	7.0	63.3	Yes	Yes
Gender									
Male	314	100.0	15.3	40.1	39.1	5.4	54.4		
Female	292	99.7	7.6	30.2	53.5	8.7	72.7		
Racial/Ethnic Group									
White	505	99.8	10.2	33.3	48.6	7.9	65.9	Yes	Yes
African American	64	100.0	23.7	45.8	27.1	3.4	44.1	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	16.7	58.3	25.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	544	100.0	6.3	36.1	50.0	7.6	68.6		
Disabled	62	98.4	59.6	28.1	10.5	1.8	15.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	606	99.8	11.6	35.3	46.0	7.0	63.3		
English Proficiency									
Limited English Proficient	18	100.0	14.3	50.0	35.7	0.0	57.1	I/S	I/S
Non-Limited English Proficient	588	99.8	11.5	35.0	46.3	7.2	63.4		
Socio-Economic Status									
Subsidized meals	125	100.0	24.4	49.6	24.4	1.7	38.7	Yes	Yes
Full-pay meals	481	99.8	8.2	31.6	51.8	8.4	69.8		

Mathematics – State Performance Objective = 36.7%									
All Students	606	99.8	6.5	30.8	32.2	30.6	78.0	Yes	Yes
Gender									
Male	314	100.0	8.5	28.6	32.0	31.0	75.5		
Female	292	99.7	4.4	33.1	32.4	30.2	80.7		
Racial/Ethnic Group									
White	505	99.8	5.0	27.4	34.1	33.5	81.7	Yes	Yes
African American	64	100.0	20.3	45.8	25.4	8.5	52.5	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	8.3	58.3	8.3	25.0	50.0	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	544	100.0	2.9	30.3	33.2	33.6	82.2		
Disabled	62	98.4	38.6	35.1	22.8	3.5	40.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	606	99.8	6.5	30.8	32.2	30.6	78.0		
English Proficiency									
Limited English Proficient	18	100.0	7.1	57.1	14.3	21.4	57.1	I/S	I/S
Non-Limited English Proficient	588	99.8	6.5	30.1	32.6	30.8	78.6		
Socio-Economic Status									
Subsidized meals	125	100.0	13.4	47.9	25.2	13.4	61.3	Yes	Yes
Full-pay meals	481	99.8	4.7	26.2	34.0	35.1	82.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	606	99.8	16.5	32.5	24.4	26.5	51.0
Gender							
Male	314	100.0	20.1	28.6	24.1	27.2	51.4
Female	292	99.7	12.7	36.7	24.7	25.8	50.5
Racial/Ethnic Group							
White	505	99.8	13.9	31.4	25.6	29.1	54.7
African American	64	100.0	37.3	35.6	16.9	10.2	27.1
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	41.7	8.3	16.7	25.0
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	544	100.0	11.7	33.6	25.8	28.9	54.7
Disabled	62	98.4	59.6	22.8	12.3	5.3	17.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	606	99.8	16.5	32.5	24.4	26.5	51.0
English Proficiency							
Limited English Proficient	18	100.0	28.6	42.9	14.3	14.3	28.6
Non-Limited English Proficient	588	99.8	16.2	32.3	24.7	26.8	51.5
Socio-Economic Status							
Subsidized meals	125	100.0	33.6	37.0	19.3	10.1	29.4
Full-pay meals	481	99.8	12.0	31.3	25.8	30.9	56.7

Social Studies							
All Students	606	99.8	14.8	35.5	25.1	24.6	49.7
Gender							
Male	314	100.0	17.0	31.3	24.8	26.9	51.7
Female	292	99.7	12.4	40.0	25.5	22.2	47.6
Racial/Ethnic Group							
White	505	99.8	13.3	33.5	26.6	26.6	53.2
African American	64	100.0	30.5	47.5	13.6	8.5	22.0
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	8.3	58.3	8.3	25.0	33.3
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	544	100.0	10.7	35.9	26.8	26.6	53.3
Disabled	62	98.4	50.9	31.6	10.5	7.0	17.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	606	99.8	14.8	35.5	25.1	24.6	49.7
English Proficiency							
Limited English Proficient	18	100.0	7.1	50.0	14.3	28.6	42.9
Non-Limited English Proficient	588	99.8	15.0	35.1	25.4	24.5	49.9
Socio-Economic Status							
Subsidized meals	125	100.0	31.9	39.5	20.2	8.4	28.6
Full-pay meals	481	99.8	10.2	34.4	26.4	28.9	55.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	106	100.0	10.5	20.0	47.6	21.9	69.5
	4	87	100.0	10.3	39.1	41.4	9.2	50.6
	5	170	100.0	11.9	53.0	31.0	4.2	35.1
	6	199	100.0	18.3	35.5	42.1	4.1	46.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	100.0	6.1	20.2	58.6	15.2	73.7
	4	119	100.0	9.2	29.4	58.7	2.8	61.5
	5	188	100.0	12.4	41.6	40.4	5.6	46.1
	6	194	99.5	14.4	41.4	37.6	6.6	44.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	106	100.0	7.6	43.8	29.5	19.0	48.6
	4	87	100.0	3.4	33.3	25.3	37.9	63.2
	5	170	100.0	8.9	44.6	22.6	23.8	46.4
	6	199	100.0	7.6	27.9	34.5	29.9	64.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	100.0	6.1	41.4	39.4	13.1	52.5
	4	119	100.0	3.7	16.5	35.8	44.0	79.8
	5	188	100.0	9.6	34.3	23.0	33.1	56.2
	6	194	99.5	4.4	30.4	35.4	29.8	65.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	105	100.0	8.1	37.4	31.3	23.2	54.5
	4	119	100.0	16.5	27.5	25.7	30.3	56.0
	5	188	100.0	20.2	28.7	19.7	31.5	51.1
	6	194	99.5	16.6	37.0	24.9	21.5	46.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	105	100.0	8.1	31.3	30.3	30.3	60.6
	4	119	100.0	8.3	33.0	32.1	26.6	58.7
	5	188	100.0	16.9	31.5	24.7	27.0	51.7
	6	194	99.5	19.3	43.6	18.8	18.2	37.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 894)				
First graders who attended full-day kindergarten	93.0%	Up from 91.6%	96.8%	100.0%
Retention rate	1.3%	Down from 1.5%	1.6%	3.0%
Attendance rate	97.0%	Down from 97.1%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Up from 2.0%	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 2.3%	1.1%	3.2%
Eligible for gifted and talented	28.8%	Up from 25.2%	30.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Down from 5.6%	5.8%	8.2%
Older than usual for grade	0.8%	Down from 1.1%	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 63)				
Teachers with advanced degrees	68.3%	Up from 59.3%	60.0%	52.6%
Continuing contract teachers	95.2%	Up from 94.9%	88.3%	83.3%
Highly qualified teachers	96.6%	Up from 92.9%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.8%	Down from 89.9%	88.8%	87.0%
Teacher attendance rate	98.2%	Up from 96.2%	95.6%	95.0%
Average teacher salary	\$46,363	Up 5.1%	\$44,158	\$41,703
Prof. development days/teacher	11.3 days	Up from 9.8 days	13.7 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.3	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.1 to 1	20.2 to 1	18.8 to 1
Prime instructional time	94.0%	Up from 92.5%	91.0%	89.8%
Dollars spent per pupil*	\$6,093	Up 1.2%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	68.9%	Down from 69.2%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With six years under our wings, Crowders Creek School continues to SOAR to Success. We are very proud of our outstanding students, teachers, and parents who work together to achieve excellence. Crowders Creek strives to provide a child-centered atmosphere that is inviting, challenging, and nurturing. Our Red Carpet award signals a family-friendly school.

Our academic excellence is reflected by our fourth consecutive Palmetto Gold Award. Our test scores continue to be among the highest in the state, as evidenced by our "Excellent" absolute rating on our report card. We were also recognized for "Closing the Achievement Gap." In addition to our academic accomplishments, Crowders Creek experienced success in many other areas. We were awarded several grants: the Palmetto Pride grant, a Professional Development School grant, and grants from the SC Arts Commission, Family Trust Credit Union, and the Cloverleaf Foundation. A dynamic cultural arts program promoted arts throughout the year with numerous entries to the state PTA Reflections Contest, an artist-in-residence, an art club, and interesting cultural arts assemblies. Students constantly honed their writing skills, and seven were published in the Southern Sampler. A sixth grade student competed in and won the SC Optimist Club Oratorical Contest. As a Professional Development School with Winthrop University, we were enriched by many student interns and also enjoyed the expertise of Winthrop faculty members over the past year.

Our PTA is a dynamic, hard-working organization and achieved 100% membership again this year. It raised substantial funds to enrich our instructional program. Parents were actively involved during the year in school programs ranging from mentoring, Red Ribbon, Accelerated Reader, Math Superstar, Cultural Arts, and the Dad's Club. Community partners gave generously of their time and finances to enhance our school: incentives for student achievement and citizenship, beautification projects, and assistance in maintaining our outdoor science classroom, to name a few.

Many opportunities existed for promoting school leadership, reliance, and social skills. These included: Student Council, DARE, Wee Deliver, chorus, intra-mural sports, reading buddies, puppeteers, daily television shows, safety patrols, peer tutors, and numerous extracurricular clubs such as debate, drama, environmental, and chess. The Accelerated Reader, Math Superstar, and Oratorical Club stretched the minds of our students. The Jump Rope and Hoops for Hearts raised over \$12,000 for the Heart Association. Our students expressed their compassion for others through various community service projects. Food was collected for the Caring Center, pennies were collected for Leukemia Society, cards were sent to an area assisted living center, and letters were mailed to men and women serving in the military. A school-wide character education program instilled strong values in our children. Students were recognized for their academic accomplishments each quarter, and students exhibiting specific character traits were honored on the morning news programs each month. Good citizens were selected to enjoy lunch with the principal each quarter. Student writing was displayed throughout the school, and students also enjoyed sharing their writing on the morning television programs.

Believing that our children are our greatest hope for the future, it is our privilege to help shape the future and provide a quality education for our students at Crowders Creek.

Principal: Patricia King

School Improvement Council Chairman: Dwayne McClure

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	56	110	67
Percent satisfied with learning environment	98.1%	93.6%	92.5%
Percent satisfied with social and physical environment	100.0%	94.5%	92.5%
Percent satisfied with school-home relations	98.2%	88.2%	82.1%

*Only students at the highest elementary school grade level at this school and their parents were included.